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ABSTRACT

This report analyzes literature on trends in linking research and development agencies to State and local units, such as regional laboratories, research and development centers, and ERIC. Emphasis is also placed on the adequacy of current linkages, and possible alternatives for improving linkages. A 43-item bibliography of recent literature is included. (RA)

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LINKING SCHOOLS AND STATE EDUCATION DEPARTMENTS TO RESEARCH AND DEVELOPMENT AGENCIES

Analysis of Literature
and
Selected Bibliography

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The ERIC Clearinghouse on Educational Administration, one of twenty such units in the system, was established at the University of Oregon in 1966. The Clearinghouse and its nineteen companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

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Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The Clearinghouse operates under contract with the Office of Education of the United States Department of Health, Education, and Welfare. This publication was prepared pursuant to that contract. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

FOREWORD

In mid-June 1970 the Clearinghouse received an urgent request from Central ERIC in the U.S. Office of Education to prepare selected bibliographies and brief analyses of literature on eleven critical topics related to school organization and administration.

The bibliographies and analyses were required by USOE's National Center for Educational Research and Development (formerly the Bureau of Research) in planning its new program of directed research and development. School organization and administration is one of four areas of education chosen by the center to receive concentrated research and development assistance. The others are reading, early childhood, and vocational education.

Through a joint effort the Clearinghouse staff completed the bibliographies and analyses for shipment to USOE by July 2, the deadline date.

The analysis and bibliography combined here focus on (1) evidence of existing and developing linkages of R & D agencies to state and local units--ERIC, laboratories, R & D centers, Title III centers, etc., (2) adequacy and unmet needs for such linkages, and (3) possible alternatives for more effective and efficient linkages.

The literature cited in the bibliography and analyzed in the paper was drawn from a search of the two ERIC index catalogs, Research in Education and Current Index to Journals in Education, and from the following non-ERIC sources: Books in Print, Cumulative Book Index, Education Index, Public Affairs Information Service, Sociological Abstracts, Social Sciences and Humanities Index, and Book Review Digest. Although the urgency of the request precluded a full and comprehensive search and analysis of the literature, the reviews and bibliographies are intended to assess accurately some of the current developments and emerging trends on the topic.

Many of the documents cited in the bibliography can be ordered from the ERIC Document Reproduction Service. Instructions for ordering these documents are given at the end of the bibliography.

Philip K. Piele
Director

Analysis of Literature on

LINKING SCHOOLS AND STATE EDUCATION DEPARTMENTS TO RESEARCH AND DEVELOPMENT AGENCIES

General Trends of the Literature

An examination of publications dealing with this topic reveals a large number of criticisms of existing programs, but very few substantive proposals or alternatives. Numerous authors have chosen to describe and criticize the activities of specific research and development agencies, especially those organizations established with ESEA funds. Nevertheless, despite most authors' agreement that present research and development programs are inadequate and oftentimes ineffective, few persons have offered well-planned alternatives. It appears that there is a definite need for indepth study and writing in this field.

General Sources

Klausmeier and others (1966), reporting on a symposium held in Chicago in 1966, outlined project models designed to "maximize opportunities for development and experimentation of learning in the schools." The authors stressed the need for research in education, referring to the U.S. Office of Education's emerging research and development centers. A unique plan was the research and instruction unit composed of several teachers and a learning specialist (another teacher) who assumed leadership for the group, was responsible for the progress of students in the units, and who acted as liaison to the University of Wisconsin research and development center.

Seashore (1966b) reported the results of nine regional meetings of state department of education personnel associated with evaluation research sections of local schools' proposals for ESEA funds. The primary purposes of these meetings were to determine the present state of evaluation research, to examine typical research designs, and to provide models for evaluation research. Seashore's A Proposal for the Planning of One-Week Workshops in Evaluation Research for State and City Department of Education Personnel (1966) is a related publication.

A report by the Bureau of Educational Research, Denver University (1967), presents the results of an institute designed to train state educational agency personnel in educational research, program evaluation, data processing, and use of ERIC, regional educational laboratories, and research and development centers. A related article by York (1969) describes the status of arrangements for public schools' use of research and development information as well as for personnel training programs for increasing the use of research and development information by school personnel.

The Appalachian Regional Commission (1968) argued that resources and pupils should be combined into regional education agencies equipped to serve rural students' basic needs. Four alternative plans were presented as possibilities. A bibliography was included in addition to a general summary and recommendations.

In a study of school research offices' utilization of research and development information, Mosher (1969) noted that these offices are limited by lack of autonomy, role uncertainty, and inadequate resources. Mosher also stressed the importance of school district leadership and overall teamwork in creating favorable conditions for school research offices' activities. This publication included a sixty-item bibliography.

Guba (1967) listed several generalizations concerning the state of educational research in the United States, describing U.S. educational research as loosely organized, individually directed, theory oriented, university based, committed to experimentalism, confined by a psychostatistical tradition, limited to a part-time pursuit, and federally funded. The author observed several problems, including low utilization of research by practitioners, inadequate linkage between researcher and practitioner, inadequate training programs for researchers, and a lack of mechanisms for the adoption of educational improvements based on research. A later publication by Guba (1968) presents a model of change for instructional development based on five elements: utilization, information, research, development, and diffusion.

Regional Educational Laboratories and Research and Development Centers

Ikenberry (1966) and Ayer (1966) presented information on the organization and various projects of the Appalachia Educational Laboratory, a six-state curriculum research organization utilizing computerized information retrieval techniques. Ikenberry noted that a national network of similar laboratories had recently been created to help modernize curriculums and promote needed educational change.

Coney and others (1968), reporting for the Far West Laboratory for Educational Research and Development, emphasized the need for an information system to collect, index, and distribute data. The authors concluded that present indexing and reformulation techniques are inadequate, and argued for laboratories to train information specialists in each district, prepare summaries on major topics, and publish annual reviews of educational research and development.

Chase (1968) analyzed the status of twenty regional educational laboratories and nine university research and development centers established under ESEA

Title IV, arguing for further extension and strengthening of the program. An optimistic opinion of regional educational laboratories was provided by Hoehn (1967), who concluded that these laboratories generally did accept their responsibilities as educational change agents.

Peck (n.d.) described the research and dissemination programs of the teacher education research and development center, including administrative organization and such study topics as the self-contained classroom, team teaching, student teaching techniques, and cultural patterns.

State Research Coordinating Units

Watkins (1967) analyzed the purposes and successes of a research coordinating unit (RCU) designed to stimulate and conduct research in vocational education in Montana. Nagel (1967), Robertson and others (1967), and Schrader and Barnes (1967) outlined similar activities of RCU's in North Dakota, New York, and New Mexico, respectively.

Special Research and Development and Information Systems

Kurland and Sargent (1967) reported on a study to determine the feasibility and organization of an ERIC documentation center for state education department publications. Benson (1969) outlined and recommended a state ERIC system for New York, hopefully to narrow the gap between educational research and practice.

Kromer (1969) and Grimes (1969) summarized the functions and utilization of the Regional Information System (RIS) within the Michigan-Ohio Regional Educational Laboratory, funded under ESEA Title IV. Kromer suggested that RIS's activities should be coordinated more fully with such systems as ERIC, ASSIST, and AXIS.

A summary of the objectives, organization, and first-year progress of

CASEA was provided by Pellegrin (1965). Allen and Sinclair (1968) outlined the basic structure and purpose of the Center for Study of Educational Innovations (CSEI), a new research and development organization concentrating on institutional structures, instructional strategies, teacher education, and curriculum planning. The authors noted that CSEI was designed to develop, test, evaluate, and distribute information on innovative programs.

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